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THE PERCEIVED ROLES AND JOB SATISFACTION OF ADULT BASIC
EDUCATION DIRECTORS IN MICHIGAN SCHOOL DISTRICTS

Michigan State University

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THE PERCEIVED ROLES AND JOB SATISFACTION
OF ADULT BASIC EDUCATION DIRECTORS
IN MICHIGAN SCHOOL DISTRICTS

by

Chris Gordon Davenport

A DISSERTATION

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ABSTRACT

THE PERCEIVED ROLES AND JOB SATISFACTION OF ADULT BASIC EDUCATION DIRECTORS IN MICHIGAN SCHOOL DISTRICTS

by

Chris Gordon Davenport

The purpose of the researcher was to determine whether or not the job satisfaction of adult basic education directors in Michigan school districts was influenced by such variables as (1) the racial make-up of the adult student population; (2) the ethnic ratios found within the adult student population; and (3) any differences between the directors' perceptions of their actual and professional roles. The researcher also examined whether or not measured role perceptions of adult basic education directors in Michigan school districts differed significantly.

Study Design

The adult basic education directors completed three written research instruments, including a survey of biographical data; Job Description Questionnaires I and II to measure their actual and perceived roles; and a Job Satisfaction Inventory disclosing their levels of job satisfac-

tion. The data were analyzed to determine differences and relationships. Chi-square and dependent and independent t-tests were the analytical methods used in testing three of the four hypotheses.

Population

The 107 adult basic education directors represented in the Michigan Department of Education's 1981-1982 Contact List of adult education and community education directors were asked to complete the research questionnaire. Of these 107 adult basic education directors, 61 responded to the questionnaire, representing 57 percent of the total population.

Conclusions

The findings of this study made some implications about the role and job satisfaction of adult basic education directors in Michigan.

1. The job satisfaction of adult basic education directors in the 61 school districts studied bore no relationship to the racial make-up of the adult student population in these school districts.
2. The job satisfaction of adult basic education

directors in the 61 school districts studied bore no relationship to the ethnic ratios found within their adult student populations.

3. There were no demonstrated differences between Michigan adult basic education directors' perceptions of their actual roles and what they regarded as their ideal professional roles.
4. The measured role perceptions of the adult basic education directors in the 61 school districts studied did not differ significantly.

This dissertation is dedicated
to Pearlene, Marcus and Chris Jr.

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First of all, I would like to thank God for letting me live and enjoy this life.

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CHAPTER I

INTRODUCTION OF THE PROBLEM

Adult basic education has experienced rapid growth over the past decade. With decreasing elementary and secondary school enrollments, the impact and influence of adult basic education on individual citizens and society continues to increase in scope and depth. As additional state and federal resources have become available, adult learners, typically excluded by elementary and secondary schools, have become the new target of educational programs.

K. Patricia Cross stated that "adult learners constituted the most rapidly growing segment of American education." From 1969 to 1975 the numbers of adults in organized learning activities increased 30.8 percent, more than double their increase in the population. At the same time, educational institutions faced with a decline in the number of traditional elementary and secondary school students found that adult students, both full-time and part-time, helped fill their classrooms.¹

¹K. Patricia Cross, "Adult Learners: Characteristics, Needs, and Interests." In R. E. Peterson and Associates (eds.) Lifelong Learning in America: An Overview of Current Practices, Available Resources and Future Prospects. San Francisco, Jossey-Bass, 1979, p. 75.

Although the United States was considered to be one of the most literate countries in the world, some 26 million American adults, 16 years of age and older, had less than a high school education and are not currently enrolled in school. Fifty percent of these individuals had an annual income of less than \$4,999 per year. These people were frequently unemployed or underemployed and were the first to be replaced by automation and technical advances.² There are 1.4 million unemployed adults in the United States who have not completed high school. They had the highest incidence of disease and poor health, the lowest level of nutrition, the largest families, and the lowest incomes.³ These findings suggested a need for the initiation of different education efforts, designed to meet the needs of society and the increasing number of adult learners. A compelling argument could be made for reordering educational priorities so that additional staff could be trained to teach and administer adult basic education programs.

People employed as adult basic education directors have traditionally become employed in adult education because of their expertise in a specific vocational/avocational

²National Advisory Council on Adult Education, 1974 Annual Report, Washington, D.C., March, 1974.

³U.S. Department of Health, Education and Welfare, "U.S. Department of Labor and Health, Education and Welfare Appropriations for 1969," part 3, p. 902.

field, rather than expertise in working with and understanding adults. Thus, many adult basic education directors lacked fundamental training in adult education. Another concern was the lack of a sequential system of continuous learning for adult basic education directors. The traditional image of the adult basic education director, held by many people, was not consistent with the kind of professional training needed by persons who aspire to the position of adult basic education director.

A major goal of adult basic education was to give adult students opportunities to advance as maturing individuals, and to help them learn how to contribute to society. This goal required the adult learner and the adult basic education director to think of adult students as unique human beings with possibilities and limitations. They had constructive and destructive tendencies, capacities for socially acceptable and anti-social acts, and abilities to become independent or dependent persons.⁴

Adult basic education directors were trained to develop and administer adult basic education programs for the communities in which they lived. However, an examination of adult basic education programs in the United States

⁴Paul Bergevin, A Philosophy for Adult Education (New York: Seabury Press, 1967), pp. 4-5.

revealed that most directors of adult basic education programs were not formally prepared in adult education. Indeed, adult basic education proponents have been struggling to develop an identity for the field which suggested to prospective adult basic educators that a valid career choice as adult basic education directors even existed.⁵

Turning from job preparation to satisfaction, a vast amount of research has been conducted on job satisfaction. Edwin Locke reports that approximately 4,000 articles have been published on the subject.⁶ But, despite a great deal of interest in the area of job satisfaction, understanding of the phenomenon had not advanced at a pace commensurate with research efforts. One possible reason for this lack of progress was that scholars have neglected to provide a theoretical basis for understanding satisfaction. Studies on job satisfaction have substituted a policy of "correlation without explanation" for more adequate comprehension of the topic.⁷ Instead of identifying independent "causal" factors, past research had generally only distin-

⁵George Spear, Project Director, Adult Basic Education National Teachers Training Study (Kansas City, Missouri: University of Missouri-Kansas City, 1972), p. 26.

⁶Edwin Locke, What is Job Satisfaction (Washington, D.C., Final Report, American Institute for Research, Nov., 1968), p. 1.

⁷Edwin Locke, op. cit., pp. 2-6.

guished between important and not-so-important aspects of work that lead to satisfaction.

Need for the Study

Adult basic education directors in many school districts perceived their roles becoming progressively more complex. Adult basic education rapidly became recognized as a field of academic interest. Those who aspired to provide learning opportunities for adults can now gain specialized knowledge, skills, and attitudes through graduate programs offered in a number of colleges and universities in this country and abroad. Practitioners no longer had to rely on intuition concerned with how to plan, develop, and evaluate programs for adults, because there was a specialized body of knowledge based on empirical findings that undergirded adult education practice. Those working full-time or part-time in adult basic education programs, as well as newcomers to the field, were enrolling in greater numbers in professional courses in education.

Although the position of adult basic education director have been generally outlined in a job description, in the directors' actual roles the disparity of duties across different districts might have rendered the title "adult basic education director" indeterminate and not very

meaningful. However, it was possible that the tendency toward increased professional training in adult basic education at the university level served to provide guidelines for continued expansion and growth of the profession that might have helped to bring the role within clearly defined limits. There was a need to look more closely at the roles and functions of adult basic education directors that have never been studied in any great detail.

The Problem

The problem of the researcher can be structured rather clearly by the following questions:

- (1) Did job satisfaction of adult basic education directors differ with respect to the following variables: racial make-up of the adult student population and ethnic ratios found within the adult student population?
- (2) To what extent was there agreement between the jobs that adult basic education directors actually performed and their perceptions of what their roles ought to have been? Does the differences between perception and actual performance serve as a useful measure of job satisfaction?
- (3) What contrasts, if any, clearly emerged from

the data to indicate that the roles of adult basic education directors in Michigan school districts were not comparable?

Purpose of the Study

The purpose of the researcher was to develop information helpful in more clearly defining the job of adult basic education director and to assist in increasing the level of performance of those who hold the position of adult basic education director in Michigan.

The author examined the role and functions, job satisfaction and self-perceptions of adult basic education directors. More specifically, the author examined selected Michigan school districts' adult basic education directors' perceptions of their roles and how these perceptions and roles differed among adult basic education directors.

Hypotheses

Hypotheses statistically tested were derived from the previous questions and were stated using the null form:

Hypothesis #1: There were no significant differences between the job satisfaction of adult basic education directors and the racial make-up of their respective adult student populations.

Hypothesis #2: There were no significant relationships between the job satisfaction of adult basic education directors and the ethnic ratios found in their respective adult student populations.

Hypothesis #3: There were no significant differences between the adult basic education directors' perceptions of their actual professional roles and what they regard as their ideal professional roles.

Hypothesis #4: There were no significant differences in role perceptions among adult basic education directors in Michigan school districts.

Definition of Terms

In this study the terms below were defined as follows:

(1) Adult Basic Education Director - a person who was responsible for directing and supervising all phases of the adult basic education program.

(2) Job Satisfaction - an employee's need for self-esteem, autonomy and self-actualization in the work place.

(3) Principal - the chief executive officer of a given school.

(4) Superintendent of Schools - the chief executive officer of a given school district.

(5) Mexican American (Hispanic) - the Michigan Department of Education defines Mexican Americans (Hispanic) as comprising all persons of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

(6) Black (not of Hispanic origin) - the Michigan Department of Education defines Blacks as all persons having origins in any of the black racial groups.

(7) Caucasian (White) - the Michigan Department of Education defines as Caucasian, persons having their origins in any of the original countries of Europe, North Africa, or the Middle East.

(8) American Indian or Alaskan Native - the Michigan Department of Education defines American Indians or Alaskan natives as persons having their origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.

(9) Asian or Pacific Islanders - the Michigan Department of Education defines Asian or Pacific Islanders as persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, such as the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

(10) School District-a legal area, which may encompass a city, county, or township, or a combination of all three, which is governed by a given school board.

(11) School Board - a legislative body which governs and administers a given school district.

Statement of Limitations

In this study the researcher did not aim at providing broad generalizations because of certain limitations.

1. Only adult basic education directors in Michigan school districts on salary in August 1982 were used in the study.
2. The school districts may have manifested racial tension which could possibly change the results of the Job Satisfaction Inventory and Job Description Questionnaires I and II.
3. The items on Questionnaires I and II were limited to what the adult basic education directors were expected to do in Michigan school districts.
4. The limitation of this research was governed by the level of sincerity of the respondents.

Plan of Presentation

In Chapter I the problem was defined, its significance

discussed and its limitations noted. In Chapter II the review of relevant literature was presented. In Chapter III the design of the study was described. In Chapter IV the results of the study findings were presented. In Chapter V the summary of the findings, implications and recommendations which were derived from the study were discussed.

CHAPTER II

REVIEW OF LITERATURE

The role of adult basic education directors has not been studied or researched as extensively as other facets of school administration. The search and review of pertinent literature revealed several dissertations that deal with the adult basic education director on various levels. Analyses have been concerned with the uniqueness of the position of adult basic education director.

Related studies have tended to compare the job functions of adult basic education directors and adult basic education teachers. The researcher in this study sought to determine whether there was a discrepancy between the actual duties and the perceived administrative roles of adult basic education directors in Michigan school districts. It examined whether adult basic education directors conducted their duties differently from other adult basic education directors because of such factors as school district locality and racial make-up of the adult student population.

The Actual Role and Responsibilities of Adult Basic Education Directors

Drs. George F. Aker and Toni Powell (1970), at Florida State University, concerned themselves with an investigation

of the executive role of the director in adult basic education programs.⁸ The problem was to determine whether or not the executive director has responsibility for planning, organizing and evaluating the overall adult basic education programs to the same degree as the adult basic education teacher has responsibility for planning, organizing, implementing and evaluating classroom learning experience. It was found that, although the emphasis was primarily on his administrative or managerial capacity, the executive director must assume some functions which were quite similar to the instructional role of the teacher. The areas in which the executive director and the instructional staff shared similar responsibilities were (a) the role of the teacher or educator; (b) the role of the planner; (c) the role of the evaluator; and (d) the role of the action researcher.

The research of Aker and Powell was similar to the study at hand in that both are concerned with the perceived job roles and responsibilities of the adult basic education director. This study was different from the Aker and Powell research in that it went beyond the relationship between the adult basic education teacher and the adult basic education director to investigate the impact of the racial make-up of

⁸George F. Aker and Toni Powell, Developing and Managing Adult Basic Education Programs, (Florida State University, 1970).

the adult student population on the job-satisfaction of adult basic education directors. This study provided the researcher with additional insights into the roles and responsibilities of adult basic education directors.

Dr. Douglas H. Smith of Drake University did a study in 1976 concerned with Iowa adult basic education directors and instructors, in an attempt to determine general educational competencies, roles and responsibilities among these personnel.⁹ The research endeavored (a) to identify the actual job-tasks and responsibilities of adult basic education directors and instructors; (b) to determine duties and responsibilities as conceptualized by adult basic education directors and instructors; (d) to identify and analyze educational competencies needed to meet the role expectations defined by adult basic education directors and instructors; and (e) to determine duties and responsibilities as conceptualized by adult basic education directors and instructors in Iowa. The research was similar to this study in that it was concerned with what adult basic education directors and instructors actually do and what they perceive they should do. The Smith research and this study differed in that this study deals only with the perceptions of adult basic education

⁹Douglas H. Smith, "The Determination of Necessary Competencies of Adult Education Directors and ABE Instructors in the State of Iowa" (Drake University, 1976).

director was influenced by much more than educational competencies. The Smith research revealed the actual roles of the adult basic education directors which this research studies in depth.

A 1968-69 statewide survey of adult basic education in the state of Ohio concluded that adult basic education directors, in general, had common roles.¹⁰ Of 69 directors in the survey, 54 stated that a major portion of the adult basic education directors' time was devoted to program and curriculum planning, supervision of teachers and student attendance, recruitment of qualified teachers, retention of students in the program, helping students resolve personal scheduling conflicts and solving funding problems.

Special qualities that directors sought when employing adult basic education teachers varied considerably. Major considerations appeared to be: (1) the ability to relate to disadvantaged adults; (2) experience in understanding and teaching adults; (3) personality factors; and (4) flexibility and versatility.

Nearly three-fourths of the program directors reported a preference for teachers with experience in elementary education. Teachers with a background in special education

¹⁰A Statewide Profile of Adult Basic Education, State of Ohio, 1968-69. Conducted by the Department of Evaluation and Research of the Columbus City Schools.

were preferred by twenty-eight percent of the directors. A preference for teachers in the 30 to 39 age range was also indicated. No clear preference was expressed for male or female teachers.

The Status of Adult Basic Education Directors

The status and duties of adult basic education directors in Nebraska was explored by the faculty of the Department of Adult and Continuing Education, University of Nebraska at Lincoln, 1975.¹¹ The conclusions of this study were (a) that administrative arrangements varied from one community to the next; (b) that the level of professional preparation of the adult basic education director was high when considered in terms of the number of graduate degrees held by the directors, and the level of professional preparation of the directors considered in terms of the number of graduate hours earned was considerably higher than the level of professional preparation when considered in terms of the number of graduate degrees held; (c) that adult basic education directors played a major role in developing educational and financial planning, selecting staff, providing inservice education, supervising staff and coordinating adult basic education programs in the community; and (d) that insofar as the data of the

¹¹Adult Basic Education in Nebraska: Administrator Comparison Study (Nebraska University at Lincoln: Department of Adult and Continuing Education, 1975).

study presents a composite picture, adult basic education directors in the school districts represented were integral administrative positions of importance. It was hoped that the research might provide some answers to questions regarding the planning of training programs to recruit adult basic education programs in the state of Nebraska.

The Nebraska research was similar to this study in that it dealt with the educational preparation of adult basic education directors and their professional roles. The studies differed in that this study was concerned with the degree of job satisfaction of adult basic education directors and considered the impact of racial attitudes on the director. Other questions analyzed in this study: (a) did any differences clearly emerge from the data to indicate that the roles of adult basic education directors in Michigan school districts were not comparable?; and (b) what effect did the size of the adult population have on the director's role and his job satisfaction?

A study was undertaken at Texas A&M University¹² to determine the functions and needs for training of adult basic education directors and teachers in order to establish recommendations that would serve as guides for improving the work

¹²A study conducted by Texas A&M University in cooperation with the Division of Adult and Continuing Education, Texas Education Agency, "Felt Needs for Training by Adult Basic Education Administrators and Teachers in Texas."

carried on by adult basic education directors and teachers in Texas. The research resulted in these conclusions: (a) few of the local program staff had received any formal training in the area of adult basic education; (b) many adult basic education directors' level of formal education was beyond the bachelor's degree; (c) many local directors were not in the adult basic education program by choice (it was assumed that a few of the directors were not happy working with adults while some directors indicated a general enjoyment working in the program); and (d) a significant number of local staff members were not satisfied with their inservice training. A substantial number of local staff members seemed not to participate at all, whereas others devoted a great amount of time to professional improvement in adult education. In the study at hand, adult basic education directors were sampled to determine their administrative and teaching backgrounds. A sample population of adult basic education directors were analyzed regarding both their actual job performance and satisfaction.

The Perceived Roles of Adult Basic
Education Directors

Dr. Alexander N. Charters and Ronald N. Hilton (1978)
at the University of Syracuse investigated the actual and

ideal roles of educators of adults.¹³ Research was conducted to determine the actual and the ideal duties and responsibilities of educators of adults. Charters and Hilton asked these questions: (1) what are the characteristics and competencies of effective educators of adults?; (2) when and how can each of these competencies and characteristics be developed and acquired?; and (3) can the necessary competencies and characteristics be learned? It was concluded that the education of educators of adults was a central, crucial issue in the further development of adult education.

Additional Charters and Hilton research conclusions were that (a) many adult basic education directors placed more emphasis upon what educators of adults need to be than what they need to know; (b) respondents expressed considerable agreement that the knowledge and skills requisite to effective work in adult education could be learned, although several respondents cautioned that learning environments may need considerable re-examination and restructuring; (c) many respondents stressed the need for experiential components of preparation for careers as educators of adults, but only one respondent believed formal study was irrelevant.

The research was similar to this study in that it

¹³Alexander M. Charters and Ronald J. Hilton, "Who We Are: What Some Educators of Adults Say about their Characteristics, Competencies and Roles." (Syracuse Univ., 1978).

dealt with the differences between the actual and ideal roles of educators of adults as perceived by them. The Charters and Hilton research differed from this study in that this study concentrated on Michigan school districts and the effect the racial make-up of the adult student population had on job satisfaction. The results of the Charters and Hilton study provided this research with information regarding the academic preparation of adult basic education directors.

Dr Gordon Darkenwald studied the selected backgrounds of adult basic education directors in the state of New York to determine the training needed for adult basic education directors.¹⁴ The findings were that those individuals who eventually selected adult basic education as their professional area of interest, part-time or full-time, tended to be action-oriented with strong commitments about social progress and with optimism about the extent to which adults can change. It was determined that it was this sense of growing professionalism and commitment that was encouraging and had the potential for countermanding a variety of deleterious problems.

Dr. Darkenwald's research was similar to this study in that he investigated the role of adult basic education

¹⁴Gordon Darkenwald, Problems of Dissemination and Use of Innovations in Adult Basic Education; Selected Research Findings and Recommendations. Center Research Report No. 5 (New York: Columbia University, Teachers College Center for Adult Education, 1974), p. 35.

directors in the operation of adult basic education programs. In the area of motivation, rather than in the purely instructional activities of the adult basic education program, his research found greater involvement for adult basic education directors. This study sought to find out if the number of functions an adult basic education director was involved in affect his job satisfaction. Dr. Darkenwald found in his research a tendency for his subjects to be more involved in planning, organizing, implementing and evaluating adult learning experiences. This reevaluates his conclusions about adult basic education director's job functions. This study sought to determine if increased involvement increases job satisfaction. The relationship between the tasks performed by adult basic education directors and the effects of racial and ethnic conditions that exist in the adult population and in the school district were analyzed. How these factors affect adult basic education directors' job satisfaction and attitudes were explored.

Even though job titles may be different, the duties of adult basic education directors have been the same from one school district to another. Dr. Edward H. Gilbert concluded that the duties of adult basic education directors were usually determined by the board of education or the superintendent of schools.¹⁵ The person in charge of adult basic

¹⁵ Dr. Edward H. Gilbert, "A Superintendent's Perception of an Adult Education Director," Threshold in Secondary Education, Spring, 1976), pp. 25-29.

education program; (b) to prepare and execute the operating budget for the program; (c) to supervise daily office operation and guarantee that each onsite supervisor is performing his duties; (d) to counsel and advise students; (e) to work with staff in each high school regarding facilities usage; (f) to develop cooperative programs with other community organizations; (g) to maintain a high level of professional competence; (h) to participate in special assignments and projects; and (i) to report regularly to the superintendent to keep him informed of program progress. This article was similar to the present research in that it provided a standard job description of the rules and functions of adult basic education directors.

Another viewpoint related to duties of adult basic education directors expressed by Jerry Parsons in his article, "New Directions for Attracting Able Teachers of Adults."¹⁶ According to Parsons, the administration of adult and continuing education programs was complex and unique. Parsons noted that while the director of traditional school programs can rely on continuous support, the director of adult and continuing education programs must frequently conduct courses on a self-support basis. The director of adult and continuing

¹⁶Jerry Parsons, "New Direction for Attracting Able Teachers of Adults," (New Directions for Continuing Education, 1979), pp. 81-87.

education employs a part-time teaching staff, whereas the traditional school program has a permanent cadre of faculty to teach courses. Parsons pointed out that the complexity of the adult and continuing education program required a director with special capabilities: (a) understanding educational needs of adult clientele; (b) recognizing the importance of the staffing functions; (c) noting the gap between what was being done and what can be done in adult and continuing education; and (d) understanding the state of the art as related to the recruitment, selection, development, supervision and recognition of the director of adult programs.

In a 1970 dissertation, Joan W. Wright reported the findings of a survey of 200 New York State adult education practitioners, which included State University of New York directors of continuing education, public school directors, and cooperative extension agents.¹⁷ The survey instrument measured the presence of five structural attributes of professionalization as well as five attitudinal attributes. The Wright study found significant dissimilarities among the three respondent groups, both with respect to the socializing influences of the structural attributes of professionalization and attitudinal orientation. The conclusions were significant:

¹⁷Joan W. Wright, "The Professionalization of Adult Educators in New York State." A Ph. D. dissertation, Cornell University, 1970.

Adult educators are not a population, and professionalization does not necessarily proceed on a unidimensional continuum. For practitioners dependent on an organization setting, without claim to an exclusive body of knowledge or area of expertise, the traditional model of profession is not viable. Constraints imposed by dependence on organization, adherence to a service ideal, and subject matter specialization must be recognized if an alternative model is to emerge.¹⁸

Adult basic education directors were members of administrative teams. This subject was discussed in two reports, (a) "Directing the Adult Program;"¹⁹ and (b) "The Director's Role."²⁰ The reports attempted to define the terms "role" and "director" in adult basic education. A director is a professional leader who possesses the creative insight that gives direction to educational growth through agency teamwork. The director is a generator of power who blends human efforts so that the related programs of many agencies are coordinated for better service to the clients.

Luther H. Black, the Director of the Arkansas Adult Education Department, in his book Prescriptions for Adult Education and Secondary Education (1974) also studied the

¹⁸Wright, 1970.

¹⁹New Jersey State Department of Education, "Directing the Adult Program," (Trenton, New Jersey: State Department of Education, 1968).

²⁰Martin W. Essex, "The Director's Role," (Columbus, OH: Department of Education, 1973).

role and job functions of adult basic education directors.²¹ Black's research was important to this study because his research examined personal characteristics, education, experience and duties of adult basic education directors. But in Black's study, job satisfaction was mentioned only superficially. The present study investigated extensively the job satisfaction of adult basic education directors to determine if such satisfaction differed among different Michigan school districts because of age, experience, and duties. It also sought to determine if job satisfaction was affected by differences in the racial make-up of the adult student population.

Delight C. Willing, in his article, "Effective Administrative Support for Able Teachers," pointed out that after approval for a program or course has been obtained, teachers have been selected, and the students have registered, the role of the effective administrator shifts from program manager to educational leader.²² Appropriate administrative support and leadership must be provided to able teachers to facilitate quality educational experiences for adult students.

²¹Luther H. Black, Prescriptions for Adult Education and Secondary Education, (Detroit: Harlo Press, 1974).

²²Delight C. Willing, "Effective Administrative Support for Able Teachers," New Directions for Continuing Education, 1979, pp. 51-58.

Job Satisfaction

Over the past decades, much research has been conducted in the field of leadership. Most of these studies, however, have been carried out by management programs in business schools and it was only recently that educators have begun to apply leadership theories to educational settings. An understanding of some of the findings can be useful to administrators in providing positive support to the staffs for whom they were responsible.

Building on the work of Abraham (1954), Douglas McGregor (1960), Chris Argyris (1957), and Frederick Herzberg (1959) has developed a theory that provides a useful framework for administrative leaders. Herzberg's motivation-hygiene theory asserts that workers have two relatively independent categories of needs that affect how they feel about their jobs, they were concerned with what Herzberg calls the environment of the job. When they were satisfied with the job, they feel good about the work itself. Herzberg has called the first set of job dissatisfiers "hygiene factors," and the second set of factors "motivators." In this study the job satisfaction inventory did measure Herzberg's motivator-hygiene factors.

A significant finding for education leaders was that the absence of dissatisfiers did not produce satisfaction

Hygiene Factors in the Environment	Motivators in the Job Itself
Policies and administration	Achievement
Supervision	Recognition for accomplishment
Working conditions	Challenging work
Interpersonal relations	Increased responsibility
Money, status, security	Growth and development

Figure 1. Hygiene Factors and Motivators

Source: Frederick Herzberg, 1959

on the job, but the presence of dissatisfiers did produce worker dissatisfaction. Only the presence of satisfiers, or motivators, brought about satisfaction in the worker. In his book, The Motivation to Work, Herzberg stated,

The factors that lead to positive job attitudes do so because they satisfy the individual's need for self-actualization in his work . . . Man tends to actualize himself in every area of his life, and his job is one of the most important areas. The conditions that surround the doing of the job cannot give him this basic satisfaction; they do not have this potentiality. It is only from the performance of a task that the individual can get the rewards that will reinforce his aspirations.²³

Herzberg further stated,

The three factors of the work itself, responsibility, and advancement stand out strongly as the

²³Frederick Herzberg, B. Mansner, and B.B. Synderman, The Motivation to Work (New York: Wiley, 1959).

major factors involved in producing the job attitudes. Their role in producing poor job attitudes is by contrast extremely small. Contrawise, company policy and administration, supervision, and working conditions represent the major job dissatisfiers with little potency to affect job attitudes in a positive direction . . . poor working conditions, bad company policies and administration, and bad supervision will lead to job dissatisfaction; good supervision, and good working conditions will not lead to positive job attitudes. In opposition to this . . . recognition, achievement, interesting work, responsibility, and advancement all lead to positive job attitudes. Their absence will much less frequently lead to job dissatisfaction.²⁴

Herzberg's theory has generated many studies on job satisfaction. Some are critical of his theory and others support his findings.

Herbert Froelich conducted a study in 1960 which supports Herzberg's findings. Froelich concludes that . . . the best measures of job satisfaction are those items dealing with topics that are considered more important and least satisfactory by the group.²⁵ Frank Friedlander also confirmed Herzberg's findings in his study involving 10,000 employees of a large midwestern company.²⁶ He found that personal growth and self-actualization were sources of job

²⁴Ibid., pp. 81-82.

²⁵Herbert P. Froelich and L. Wolens, "Job Satisfaction as Need Satisfaction," Personnel Psychology 13 (1960), p. 419.

²⁶Frank Friedlander, "Job Characteristics as Satisfiers and Dissatisfiers," Journal of Applied Psychology, XLVII (1964), pp. 388-392.

satisfaction while dissatisfiers involved the physical and environmental characteristics of the job. The Froelich findings were similar to the present research because his study measured job satisfaction.

Patricia Gray conducted a study to determine the sources of job satisfaction by occupational status.

. . . results indicate that neither intrinsic nor extrinsic characteristics are strongly related to job satisfaction to the exclusion of the other. The best explanation of difference in job satisfaction is found by using both intrinsic and extrinsic job characteristics.²⁷

In the area of perceived roles and job satisfactions of black and non-black adult education directors, which would hold implications for the study at hand, the author found no available research but discovered two similar research studies. Dr. Benjamin R. McLain studied "Authority Relations in Bi-racial High Schools"²⁸ to determine what differences existed in the job perceptions of black and non-black high school administrators in relation to responsibility, authority, and delegation. In addition, he examined the nature of their job perceptions in relation to varying percentages of black student enrollment. The instruments

²⁷Patricia Gray, "An Analysis of the Sources of Job Satisfaction by Occupational Status" (Ph.D. dissertation, Wayne State University, 1974), p. 155.

²⁸Dr. Benjamin R. McLain, Authority Relations in Bi-racial High Schools, (The University of Michigan, 1972).

used in this study were the Responsibility, Authority, and Delegation scales, developed by Ralph M. Stagdill and Carroll L. Shatle, to measure the degree of responsibility, authority and delegation perceived by individuals in terms of formulating policy decisions.

A questionnaire mailed to 200 randomly selected high school administrators in lower Michigan in the winter 1971-1972, elicited a return of 174 usable questionnaires from an unbalanced grouping of 26 black administrators and 148 non-black administrators. The major findings were:

- (1) there were no significant differences between the perceptions of Black and Non-Black administrators, in terms of responsibility, authority, and delegation as measured by R.A.D. scales; and
- (2) there were no significant statistical differences between the perceptions of Black and Non-Black administrators, in terms of responsibility, authority, and delegation, as measured by the R.A.D. scales and compared to varying percentages of Black student enrollment.

The McLain research was similar to this study in that it explored the effect of the racial make-up of the school population on the job perceptions and satisfactions of Black

and Non-Black Michigan administrators. It differed from this study in that this study focuses on the perceived roles and job satisfactions of adult basic education directors rather than high school administrators.

A similar study conducted by Dr. I. Brahini Hussein's dissertation, "The Effect of School Size upon Teacher Satisfaction and Participation" was to investigate, by empirical research, whether school size measured by student enrollment has any effect on teachers' satisfaction with their work and their degree of participation in school programs.²⁹ A theoretical model that attempted to explain impact of school size was introduced and tested.

Personnel from a stratified random sample of ten Michigan high schools, with enrollments ranging from 469 to 3,030 students, participated in the study. A representative sample of the teachers in each school responded to a questionnaire comprised of eight statistically reliable indices designed to assess:

Organization Variables: The amount of communication, the degree of participation in decision-making, and the amount of interpersonal relationships.

²⁹Dr. I. Brahini Mahuman I. Brahini Hussein, "The Effect of School Size upon Teacher Satisfaction and Participation," Ph.D. dissertation, (The University of Michigan 1968).

Psychological Variables: (a) the degree of attraction to school, the feeling of democratic leadership, and the degree of attraction to other teachers in the school; (b) teacher satisfaction and teacher participation.³⁰

Dr. Hussein reported:

- (1) statistically significant negative correlation was found between school size and teacher satisfaction and participation; and
- (2) the data supported and proposed a model that explains the effect of school size, i.e. school size causes certain unfavorable organizational changes, which in turn tend to affect another group of psychologically based variables, both causing the ultimate impact of school size vs. teacher satisfaction and participation.

Hussein's research was similar to the study, at hand, in that it measured the effect of school size on actual duties and job satisfaction. The Hussein research was important to this study because his research explored the effect of the size of the adult population on the perceived roles and job satisfaction of adult teachers in Michigan.

³⁰Hussein, 1968.

This research examines the same criteria as it relates to adult basic education directors.

Summary

Relevant literature concerning the administration of adult basic education was limited and reflected a lack of academic attention to the position of adult basic education director. Traditionally viewed by researchers as an area of limited investigatory importance, emphasis on adult basic education was projected to increase as U.S. population trends tend to increase the population percentages in the adult age ranges and basic education assumes more and more importance, a mandatory attribute in an increasingly educated and complex world. In years to come it is predicted that more research will be focused on the position of adult basic education directors and add to the knowledge base in this area.³¹

³¹K. Patricia Cross, Op. Cit., p. 75.

CHAPTER III

DESIGN OF THE STUDY

The purpose of the researcher in this chapter was to present the design of the study and to describe how it was conducted. The major focus of the investigation was upon the perceived roles and job satisfaction of adult basic education directors in Michigan school districts. The presentation of research methods in this chapter is divided into four sections. The first was a description of the study population. In the second section, each of the four hypotheses investigated was operationally defined in terms of the research instruments used for measurement. The third and fourth sections dealt with procedures of data collection and analysis, respectively.

In the initial stages of this work, questions were developed to explore the perceived roles and job satisfaction of adult basic education directors in Michigan. These questions resulted in the hypotheses which follow.

Restatement of Research Hypotheses

Hypothesis #1: There were no significant differences between the job satisfaction of adult basic education direc-

tors and the racial make-up of their adult student populations.

Hypothesis #2: There were no significant relationships between the job satisfaction of adult basic education directors and the ethnic ratios found in their adult student population.

Hypothesis #3: There were no significant differences between the adult basic education directors' perceptions of their actual roles and what they regard as their ideal professional roles.

Hypothesis #4: There were no significant differences in role perceptions among adult basic education directors in Michigan school districts.

The Population

The study population consisted of 107 adult basic education directors listed in the 1981-82 Michigan Contact Directory for Adult Basic Education and Community School Programs, prepared by the Michigan Department of Education Adult Basic Extended Learning Services. Each director was asked to complete a questionnaire and return it by mail.

Construction of Questionnaire

The questionnaire was designed to obtain pertinent

biographical data about the population and data pertaining to their perceived roles and job satisfactions. The questionnaire contains three major sections: Biographical Data, Job Description Questionnaires I and II, and the Job Satisfaction Inventory (modified). The format for the Biographical Data sheet was derived from "A Survey of Adult and Continuing Education" by Leroy Miles (1980) of the Virginia Polytechnic Institute and State University. Added to this format were questions regarding the racial make-up of the adult student population in each school district.

Job Description Questionnaires I and II were survey instruments designed to explore adult basic education directors' actual duties during a given day and the activities that these professionals believe they should be performing. The questionnaires were derived from "A Superintendent's Perception of an Adult Education Director" by Edward H. Gilbert (a compilation of job duties for an Illinois adult education director).³²

The Job Satisfaction Inventory (modified) was obtained from the Minnesota Satisfaction Questionnaire, developed by David J. Weiss, Rene V. Davis, George W. England, and Lloyd H. Lofquist, one of the major research instruments used to

³² Edward H. Gilbert, "A Superintendent's Perception of an Adult Education Director" Threshold in Secondary Education (Spring, 1976), pp. 25-29.

measure employee job satisfaction.³³ This instrument was constructed as a part of a work adjustment project at the Industrial Relations Center of the University of Minnesota. It measured both intrinsic and extrinsic factors related to the work environment, in addition to general job satisfaction. The 20 job related factors were:

1. Ability utilization. The chance to do something that makes use of my abilities.
2. Achievement. The feeling of accomplishment I get from the job.
3. Activity. Being able to keep busy all the time.
4. Advancement. The chances for advancement on this job.
5. Authority. The chances to tell other people what to do.
6. Company policies and practices. The way company policies are put into practice.
7. Compensation. My pay and the amount of work I do.
8. Co-workers. The way my co-workers get along with each other.
9. Creativity. The chance to try my own method of doing the job.
10. Independence. The chance to work along on the job.

³³David J. Weiss, Rene V. Davis, George W. England, and Lloyd H. Lofquist, "Construct Validation Studies of the Minnesota Importance Questionnaire," Minnesota Studies in Rehabilitation: XVIII. (Minneapolis: Industrial Relations Cen. 1964) pp 8-9.

11. Moral values. Being able to do things that don't go against my conscience.
12. Recognition. The praise I get from doing a good job.
13. Responsibility. The freedom to use my own judgment.
14. Security. The way my job provides for steady employment.
15. Social services. The chance to do something for other people.
16. Social status. The chance to be "somebody" in the community.
17. Supervision - human relations. The way my boss handles his employees.
18. Supervision-technical. The competence of my superior in making decisions.
19. Variety. The chance to do different things from time to time.³⁴

Table 3.1 showed how the Job Satisfaction Inventory (Minnesota Satisfaction Questionnaire) measures Herzberg's motivator-hygiene factors. The instrument has been used as a data gathering device in previous research to gauge job satisfaction. For the purpose of this study, the survey was modified by altering questions to make it more relevant to the study. The inventory was further modified by the researcher to employ a four point Likert scale to rate job satisfaction.

³⁴Ibid.

Table 3.1. Herzberg's Motivator-Hygiene Factors within the Minnesota Satisfaction Questionnaire and the Number of Questions Used to Collect Data on Job Satisfaction

Herzberg's Motivator-Hygiene Factors	Survey Question Number
<u>Hygiene Factors</u>	
1. Company policies and practices	4,15
2. Compensation	17
3. Co-workers	19,30
4. Security	6
5. Social status	14,28
6. Supervision-Human relations	5,16
7. Supervision-Technical	8,18,23
8. Working conditions	34
<u>Motivator Factors</u>	
9. Ability utilization	3,27,33
10. Activity	23
11. Authority	13
12. Creativity	11
13. Independence	20
14. Moral values	2
15. Recognition	9,10,24,32,36
16. Responsibility	31
17. Social service	1,26
18. Variety	12
19. Advancement	7,35,29
20. Achievement	21

Procedure

This study was initiated during August 1982. A total of 107 adult basic education directors in Michigan were contacted by mail and asked to complete the research questionnaire. A follow-up letter was also mailed to the directors to encourage return. For any clarification of the research questionnaire, the directors were instructed to contact the researcher, and were then asked to return the instruments in the self-addressed stamped envelope. Upon receipt of the questionnaires, the researcher coded the results by placing the information on computer cards. The data was analyzed by the Michigan State University computer laboratory. Chi-square, dependent and independent t-tests were the methods of analysis used in testing three of the four hypotheses.

Analysis of Data

The analytic procedure included selection of the appropriate data from the scores obtained from the Biographical Data Sheet concerning the racial make-up of the adult student population, Job Description Questionnaires I and II, and the Job Satisfaction Inventory. These were organized, analyzed as raw data, and converted to percentage data before analysis. The types of analyses employed for testing

the hypotheses were not uniform.

A brief delineation of the kind of analyses selected to test each hypothesis follows. All tests were made using the .05 level of significance.

Hypothesis #1: The variables of (1) racial grouping of the adult population and (2) total scores on the job satisfaction inventory were subjected to the chi-square test. The chi-square test was used to test for independence between two variables, i.e., whether there was a relationship between variable 1 and variable 2.

Hypothesis #2: The chi-square test was used to determine whether there was a relationship between (1) the ethnic ratios found in the adult student population vs. (2) total scores on the Job Satisfaction Inventories of adult basic education directors.

Hypothesis #3: The hypothesis was tested first by using the total score for each adult basic education director on the Job Description Questionnaire I vs. the total score for each director on Job Description Questionnaire II. For Hypothesis #3 a dependent t-test was used to measure whether there were significant differences between the directors' perceptions of what their job should be and what they actually did. The t-test was used to test for difference between the means of two independent or dependent groups.

Hypothesis #4: Hypothesis four was analyzed by obtaining an average score for all adult basic education directors on Job Description Questionnaire II, for all school districts represented in the study. The hypothesis, as stated, expected that perceptions of the role of the adult basic education directors would not be dissimilar between the different school districts.

Summary

The researcher in this chapter described the methods and procedures used in this study, including the study population, construction of the questionnaire, administration procedures, and analysis of data. The data in this research were collected by administering the (1) Biographical Data Sheet; (2) Job Description Questionnaires I and II; and (3) the Job Satisfaction Inventory. The research instruments were used to measure the perceived roles and job satisfaction levels of adult basic education directors in Michigan school districts. The data collected was organized into meaningful units and later analyzed in testing the stated hypotheses.

CHAPTER IV

PRESENTATION OF FINDINGS

In this chapter the biographical data for the research subjects and the results of analyses of the four research hypotheses were presented. The purpose of the chapter was to report the data which comprise the findings of this study.

The first section of the chapter was a comprehensive presentation of the subjects' biographical data. Biographical data was used to ascertain (1) the sex of the adult basic education directors; (2) the race of these directors; (3) the academic majors and degree levels of the adult basic education directors; (4) their years of teaching experience in adult basic education; (5) number of years as adult basic education directors; and (6) years of administrative experience.

The second section of the chapter included findings concerned with the four hypotheses. Presentation and analysis of the data was followed by a brief discussion of the results obtained.

Biographical Data of the Research Subjects

The research population consisted of 61 adult basic

education directors in Michigan (57% of total population). Table 4.1 shows the number of adult basic education directors by sex and race. Forty-three directors (70.5% of research subjects) were male, and 18 directors were women (29.5%).

The overwhelming majority of the adult basic education directors were Caucasian, 60 subjects (98.4%); only 1 director was Black (1.6%).

Table 4.1. Number and Percentage of Adult Basic Education Directors in Michigan by Race and Sex (N=61)

<u>Race</u>		
<u>Black</u>	<u>Caucasian</u>	<u>Total</u>
N=1 (1.6%)	N=60 (98.4%)	N=61 (100%)
<u>Sex</u>		
<u>Male</u>	<u>Female</u>	<u>Total</u>
N=43 (70.5%)	N=18 (29.5%)	N=61 (100%)

Educational Level and Academic Major of Adult Basic Education Directors

Table 4.2 shows that of those adult basic education directors who responded, 7 (11.5%) held bachelor's degrees, 47 (77%) held master's and 6 (9.8%) held specialist and doctoral degrees. Only 7 (11.4%) adult basic education directors

held degrees in adult education. A hodgepodge of degree holders found in "other" category including education administration, secondary education, physical education and special education.

Table 4.2. Educational Level and Academic Major of Basic Education Directors

Educational Level	<u>Academic Area</u>					Total
	Blank	Adult Education	Varied Teaching Experience	Educational Administration	Other	
Blank	1					1
Bachelor's			7			7
Master's		7	25	10	5	47
Specialist/ Doctorate				3	3	6
Total	1	7	32	13	8	61

Teaching Experience in Adult Basic Education

Table 4.3 shows that nearly 74% of the adult basic education directors reported one to three years of previous teaching experience in adult basic education. For those reporting more than three years of teaching experience, 16 (26%) of the directors had at least four years of teaching experience in adult basic education.

Table 4.3. Total Years of Teaching Experience
in Adult Education

Teaching Experience in Adult Basic Education	Number of Adult Basic Education Directors	Percentage of Adult Basic Education Directors
0-3 years	45	74%
4 years and over	16	26%
Total	61	100%

Total Years of Experience as an Adult
Basic Education Director

Table 4.4 showed that experience as an adult basic education director ranged from 2 years to more than 10 years. This table indicated that 20 (33%) adult basic educators had 3-5 years experience in that position. The data also revealed that another 20 (33%) of adult basic education directors had been in their jobs more than ten years.

Table 4.4 Total Years of Experience as Adult
Basic Education Directors

Total Years of Experience as Adult Basic Education Director	Number of Adult Basic Education Directors	Percentage of Adult Basic Education Directors
2 years or less	9	14%
3-5 years	20	33%
6-9 years	12	20%
10 years and over	20	33%
Total	61	100%

Total Years of Administrative Experience as
Adult Basic Education Directors

Table 4.5 showed that the general administrative experience of adult basic education directors ranged from one year to 15 years and over. Thirty-seven adult basic education directors (67%) had from 1 to 10 years of general educational administrative experience.

Table 4.5. Years of Administrative Experience
as Adult Basic Education Directors

Total Years of Administrative Experience	Number of Adult Basic Education Directors	Percentage of Adult Basic Education Directors
1-9 years	37	61%
10-14 years	13	21%
15 years and over	11	18%
Total	61	100%

Findings about Hypotheses

Hypothesis I

In Hypothesis I the researcher stated that the racial make-up of the adult student population had no significant relationship to the job satisfaction of adult basic education directors and study findings confirmed that the racial make-up of the adult student population had no significant effect on director job satisfaction. Table 4.6 showed the racial groupings and ethnic ratios found in the adult student population.

Table 4.6. Total of Adult Student Populations
by Race and Ethnic Ratios

Race	Student Population	Percentage/Ethnic Ratios of Adult Student Population
Black	18,543	29.92%
Caucasian	37,988	61.30%
American Indian	532	.86%
Asian	2,311	3.73%
Mexican American	2,217	3.58%
Other	379	.61%
Total	54,715	100.00%

The researcher wanted to know if the observed results deviated from the results expected under the null hypothesis. To test this hypothesis, Table 4.6 was developed showing the total racial make-up and ethnic ratios of the adult student population of the adult basic education directors responding to this study. The chi-square test was used to test the total score obtained from the Job Satisfaction Inventory Questionnaire against the total number of adult students by race. The racial mix of the adult student population is comprised of six racial groups: Black, Caucasian, American Indian, Asian, Mexican American and Other. Table 4.7 shows the total scores of adult basic education directors on the Job Satisfaction Inventory, broken down into five levels: those basic education directors who scored zero to 84 (level of dissatisfaction),

those who scored more than 84 but less than 107 (minimally satisfied), those who scored more than 107 but less than 129 (average satisfied), adult basic education directors who were 130 but less than 137 (above average satisfied), and those who scored 140 and above (very satisfied). The total scores on the job satisfaction inventory were determined by placing a numerical value of 1-4 on the job Satisfaction Inventory Questionnaire, the numerical values, using a four point Likert scale.

Table 4.7. Total Scores of Adult Basic Education Directors on the Job Satisfaction Inventory Questionnaire

Dissatisfied	Minimally Satisfied	Average Satisfied	Above Average Satisfied	Very Satisfied
0-84	85-107	109-129	130-137	140-144

NOTE: The researcher found no adult basic education director at the 0-84 range (level of dissatisfaction) and this category dissatisfaction was not mentioned further in this research.

The Job Satisfaction Inventory from the Minnesota Satisfaction Questionnaire measured Frederick Herzberg's theory that, within any work place, there were satisfiers and dissatisfiers. Table 4.8 showed how adult basic

education directors in Michigan ranked the twenty job-related factors stated in Table 3.1. "Hygiene" factors described the work environment and "Motivators" described the job itself. Table 4.8 revealed that adult basic education directors in Michigan ranked compensation(salary) as the number one hygiene factor affecting their job satisfaction. The data indicated also that Michigan directors regarded recognition as the most important motivator as it related to the job.

Table 4.8. Frederick Herzberg's Motivator-Hygiene Factors as Rank-Ordered by Adult Basic Education Directors in Michigan

Hygiene Factors		Motivators Factors	
1.	Compensation	1.	Recognition
2.	Security	2.	Achievement
3.	Supervision (human relations)	3.	Advancement
4.	Company policies and practices	4.	Ability utilization
5.	Supervision (technical)	5.	Responsibility
6.	Social status	6.	Authority
7.	Co-workers	7.	Activity
8.	Working conditions	8.	Creativity
		9.	Independence
		10.	Variety
		11.	Social service
		12.	Moral values

A chi-square test was used to test independence between two variables, i.e., whether there was a relationship between variable 1, racial make-up of the adult student population, and variable 2, the job satisfaction of adult basic education directors. The chi-square test method of cross-tabulation looked at observed frequencies and tested whether they were significantly different from the calculated expected frequencies. The expected frequencies were based on the marginal row and column totals. All tests were made using alpha .05 level of significance. Results obtained from chi-square analyses were presented in Table 4.9.

Table 4.9. Summary of the Racial Make-up of the Adult Student Population vs. Total Scores on the Job Satisfaction Inventory

Racial Group	Raw Chi-Square Statistics	Degree of Freedom	Significance
Black	14.35489	12	.2786
Caucasian	7.95936	9	.5882
American Indian	3.08321	6	.7983
Asian	7.27320	6	.2963
Mexican American	2.49598	6	.8689
Other	5.89526	3	.1168

The null hypothesis was retained for all racial groups. The chi-square test indicated that there were no significant differences between the racial make-up of the adult student population and the total scores of adult basic education directors on the Job Satisfaction Inventory at alpha level .05.

A further examination of the research data revealed information on how the 61 adult basic education directors responded regarding the racial make-up of their student populations vs. total job satisfaction. Table 4.10 showed the absolute numbers of Blacks in the adult student population vs. the job satisfaction of adult basic education directors.

Table 4.10. Absolute Numbers of Blacks in Adult Student Populations vs. Job Satisfaction of Adult Basic Education Directors

Total Number of Black Adults	Total Job Satisfaction of Adult Basic Education Directors				Row Total
	Minimally Satisfied	Average Satisfied	Above Average Satisfied	Very Satisfied	
	85-107	109-129	130-137	140-144	
0	3	10	6	2	21 (34.4%)
1-9	3	1	4	2	10 (16.4%)
10-80	1	2	3	4	10 (18.4%)
123-400	3	4	0	3	10 (16.4%)
596-4500	1	2	3	4	10 (16.4%)
Column Total	11	19	16	15	61
	18%	31.1%	26.2%	24.6%	100.0%

It was found that the numbers of Blacks in the adult student population, based on Table 4.10 did not significantly affect the job satisfaction of adult basic education directors.

Table 4.11 showed the absolute numbers of Whites in the adult student population in relation to total job satisfaction. The data revealed that the number of Whites in the adult student population had no significant effect on the job satisfaction of adult basic education directors in Michigan.

Table 4.11. Absolute Numbers of Whites in the Adult Student Population vs. Total Job Satisfaction of Adult Basic Education Directors

Total Number of White Adults	<u>Total Job Satisfaction of Adult Basic Education Directors</u>				Row Total
	Minimally Satisfied	Average Satisfied	Above Average Satisfied	Very Satisfied	
	85-107	109-129	130-137	140-144	
3-50	3	5	3	4	15 (24.6%)
54-131	5	5	5	1	16 (26.2%)
150-300	1	3	4	6	14 (23.0%)
363-12,000	2	6	4	4	16 (26.2%)
Column Total	11 18%	19 31.1%	16 26.2%	15 24.6%	61 100.0%

Table 4.12 showed the absolute numbers of American Indians in the adult student population vs. total job satisfaction. The data revealed that the number of American Indians in the adult student population had no significant effect on the job satisfaction of adult basic education directors in Michigan.

Table 4.12. Absolute Numbers of American Indians in the Adult Student Population vs. Total Job Satisfaction of Adult Basic Education Directors

Total Number of American Indian Adults	Total Job Satisfaction of Adult Basic Education Directors				
	Minimally Satisfied	Average Satisfied	Above Average Satisfied	Very Satisfied	Row Total
	85-107	109-129	130-137	140-144	
0	7	9	10	9	35 (57.4%)
1-8	3	6	2	4	15 (24.6%)
10-200	1	4	4	2	11 (18.0%)
Column Total	11	19	16	15	61
	18.0%	31.1%	26.2%	24.6%	100.0%

Table 4.13 showed the absolute numbers of Asians in the adult student population vs. total job satisfaction. The data revealed that the number of Asians in the adult

student population had no significant effect on the job satisfaction of adult basic education directors in Michigan.

Table 4.13. Absolute Numbers of Asians in the Adult Student Population vs. Total Job Satisfaction of Adult Basic Education Directors

Total Job Satisfaction of Adult Basic Education Directors					
Total Number of Asian Adults	Minimally Satisfied	Average Satisfied	Above Average Satisfied	Very Satisfied	Row Total
	85-107	109-129	130-137	140-144	
0	5	11	7	7	30 (49.2%)
3-45	5	3	6	2	16 (26.2%)
50-400	1	5	3	6	15 (24.6%)
Column Total	11	19	16	15	61
	18%	31.1%	26.2%	24.6%	100.0%

Table 4.14 showed the absolute numbers of Mexican Americans in the adult student population vs. total job satisfaction. The data revealed that the number of Mexican-American students had no significant effect on the job satisfaction of adult basic education directors in Michigan.

Table 4.14. Absolute Numbers of Mexican-Americans in the Adult Student Population vs. Total Job Satisfaction of Adult Basic Education Directors

Total Number of Mexican American Adults	Total Job Satisfaction of Adult Basic Education Directors				Row Total
	Minimally Satisfied	Average Satisfied	Above Average Satisfied	Very Satisfied	
	85-107	109-129	130-137	140-144	
0	4	10	9	8	31 (50.8%)
2-18	5	5	4	3	17 (27.9%)
23-700	2	4	3	4	13 (21.3%)
Column Total	11	19	16	15	61
	18.0%	31.1%	26.2%	24.6%	100.0%

Hypothesis II

In Hypothesis II the researcher stated there were no significant relationships between the job satisfaction of adult basic education directors and the ethnic ratios found in their adult student populations. The findings of the study showed that there were no significant differences in adult basic education directors' job satisfaction, related to the ethnic ratios found in the adult student population. The chi-square test was used to determine whether such a relationship exists. To test this hypothesis, raw data on the racial

make-up of the adult student population were converted to percentage data as shown in Table 4.6. It was then possible to make comparisons between the ethnic ratios found within the adult student population and the Job Satisfaction Inventory scores of adult basic education directors. All tests were made using the alpha level = .05 level of significance. As indicated in Table 4.15, the chi-square test obtained for job satisfaction and ethnic ratios did reach significance at the .05 level with one racial group, Caucasians.

Table 4.15. Summary of Ethnic Ratios Found within the Adult Student Population vs. Total Scores on the Job Satisfaction Inventory

Racial Group	Raw Chi-Square Statistics	Degree of Freedom	Significance
Black	14.65348	9	.1009
Caucasian	13.85017	6	.0314
American Indian	4.32107	6	.6333
Asian	12.52563	9	.1853
Mexican American	1.71576	6	.9439
Other	8.45772	6	.2064

An analysis of the data revealed that the null hypothesis was retained for all racial groups except Caucasians. The data showed that as the percentages of Caucasians

increased in the adult student population, the level of job satisfaction of adult basic education directors decreased slightly. Further analysis of the data revealed that although not significant, the percentages of Blacks in the adult student population was close to the significance level of alpha .05.

Hypothesis III

In Hypothesis III, the researcher stated that there were no significant differences between adult basic education directors' perceptions of their actual roles and what they regarded as their ideal professional roles. The findings of this study showed that there were no significant differences between what the directors perceived as their actual roles and their ideal professional roles. The hypothesis was tested first by comparing the total score for each adult basic education director on the Job Description Questionnaire I vs. the total score for each adult basic education director on Job Description Questionnaire II.

For Hypothesis III, a dependent t-test was used to test whether there were significant differences between the scores obtained for an adult basic education director's perception of what the job should be and what it actually was. The t-test was used to test for differences between the means of two independent or dependent groups. All tests

were made using the $\alpha = .05$ level of significance. To test this hypotheses, Table 4.16 was produced showing the t-values obtained for scores on Job Description Questionnaires I and II.

The t-test mean score obtained for Job Description Questionnaire I was 28.9344, and the t-test mean score for Job Description Questionnaire II was 27.2131. Therefore, the information from Table 4.16 shows that there were no significant differences between the mean scores obtained on Job Description Questionnaires I and II.

Table 4.16. t-Values Obtained for Scores on Job Description Questionnaires I and II for Adult Basic Education Directors

	Number	Means	S.D.	t-Statistical Significance
Job Description Questionnaire I	61	28.9344	5.403	3.05
Job Description Questionnaire II	61	27.2131	4.409	3.05

Hypothesis IV

In Hypothesis IV the researcher stated that there were no significant differences in role perceptions among

adult basic education directors in Michigan school districts.

The findings of this study indicated that the roles of adult basic education directors in Michigan school districts were similar from one school district to another.

To test this hypothesis the researcher measured the mean and variance of the 61 directors' total scores on the Job Description Questionnaire II.

Table 4.17 showed that in Hypothesis IV, as stated, the researcher expected that the average perception of the adult basic education director's role would not be dissimilar from one school district to another.

Table 4.17. Mean and Variance of Adult Basic Education Directors Total Scores on the Job Description Questionnaire II

	Number	Mean	Variance
Job Description Questionnaire II	61	27.213	19.437

The mean and variance were not statistically significant; therefore, the null hypothesis was retained.

CHAPTER V

CONCLUSIONS

Chapter V was devoted to an interpretation of findings reported in Chapter IV, and to the presentation of those conclusions and recommendations which seemed warranted, as a result of examination of the data.

The first section of Chapter V was a summary of the purpose of the study, study design and administration, review of the literature, study population, instrumentation, hypotheses and data analysis.

The second section was an analysis and discussion of research findings, the four research hypotheses, research subjects' own perceptions of job satisfaction, a contrasting view of the data, a discussion of the findings and conclusions of the study in terms of their implications for adult basic education directors and recommendations for further research.

Summary

Purpose of the Study

The researcher designed this study:

- (1) to determine whether or not the job satisfaction

of adult basic education directors changed with such variables as: the racial make-up of the adult student population and ethnic proportions found within the adult student population.

- (2) to examine whether or not there was a difference between how the adult basic education directors perceived their school roles and what they regarded as their ideal professional roles.
- (3) to investigate whether or not measured perceptions of adult basic education directors in Michigan school districts differed significantly.

Study Design and Procedures

The three research instruments used in soliciting information in this study were (1) the Biographical Data Sheet; (2) Job Description Questionnaires I and II; and (3) the Job Satisfaction Inventory Questionnaire. The Biographical Data Sheet was designed to collect descriptive information about each adult basic education director. The Job Description Questionnaires I and II measured the job duties of the directors. The Job Satisfaction Inventory measured individual perceptions of job satisfaction. The research

instruments were accompanied by a cover letter explaining the research project and a return envelope. Several weeks later, a follow-up letter was sent to encourage response. Subject anonymity was assured.

Review of Literature

The review of literature included doctoral dissertations, books and journal articles regarding (1) job roles and responsibilities of adult basic education directors, and (2) job satisfaction.

Study Population

The research instruments were sent to 107 adult basic education directors listed in the 1981-82 Michigan Contact Directory for Adult Basic Education and Community School Programs prepared by the Michigan Department of Education Adult Basic Extended Learning Services. The 61 adult basic education directors, who responded to the research survey, constituted 57 percent of this population.

Instruments

Biographical Data Sheet, Job Description Questionnaires I and II and the Job Satisfaction Inventory (Minnesota Satisfaction Questionnaire) were the research instruments used in this study.

Hypotheses

The following four hypotheses were tested:

Hypothesis #1: There were no relationships significant at the .05 level between the racial make-up of the adult student population (as the Biographical Data Sheet characterizes the number of adults, by race, attending adult basic education programs) and the job satisfaction of their adult basic education directors as measured by the Job Satisfaction Inventory (Minnesota Satisfaction Questionnaire).

Hypothesis #2: There were no relationships significant at the .05 level, between ethnic ratios found in the adult student population of the school district (as the Biographical Data Sheet characterizes the number of adults, by race, attending adult basic education programs) and the job satisfaction of adult basic education directors as measured by the Job Satisfaction Inventory (Minnesota Satisfaction Questionnaire).

Hypothesis #3: There were no significant differences at the .05 level between the adult basic education directors' perceptions of their actual roles and what they regarded as their ideal professional roles as measured by Job Description Questionnaires I and II.

Hypothesis #4: There were no significant differences in the role perceptions of adult basic education directors in Michigan school districts, as measured by the mean and variance of their total scores on Job Description Questionnaire II.

Data Analysis

Hypotheses I and II were analyzed using chi-square tests by cross-tabulating rows and columns. For hypothesis III, the t-test was used to test differences and relationships among means. Hypothesis III measured mean scores for each adult basic education director on the Job Description Questionnaire I vs. mean scores on Job Description Questionnaire II. For hypothesis IV, the researcher measured the mean and variance of the total scores of adult basic education directors on Job Description Questionnaire II.

Analysis and Discussion

The researcher designed this study to examine the degree of job satisfaction of adult basic education directors in Michigan school districts. The findings relative to hypothesis I seemed to indicate that the degree of job satisfaction of the adult basic education director was independent of the racial make-up of the adult student population.

This finding was supported by data gathered from adult basic education directors in Michigan. Because of the racial tensions extant in America today, and the polarization of our society, one might assume that tensions between racial groups might affect the job satisfaction of adult basic education directors from one school district to another. A chi-square test indicated that there was no overall differences associated with the racial make-up of the adult student population. However, in Hypothesis II, the fact that job satisfaction levels of directors were not affected by the ethnic ratios found in their adult student populations could be related to the level of racial integration that exists in our society, or, the lack of homogeneity of racial groups.

The job satisfaction inventory (the Minnesota Satisfaction Questionnaire) measured Frederick Herzberg's Motivator-Hygiene theory. In this research the subjects' overall job satisfaction was obtained by summing the total responses of adult basic education directors on the job satisfaction inventory. Evidence from the research findings indicates that the Minnesota Satisfaction Questionnaire measured job satisfaction according to perceived expectations. The data also indicated that males were more satisfied with their jobs as adult basic education directors than their female counterparts. There was some evidence to show that, in the area of dissatisfiers, men tended to be more concerned

with hygiene factors, while women seemed to be more concerned with motivator factors. It was difficult to tell from the research findings to what extent race and sex contributed to individual adjustment or maladjustment in the work place.

The findings for Hypothesis III indicated that there were no significant differences between the way in which adult basic education directors perceived their actual roles and what they regarded as their ideal professional roles. All 61 directors surveyed in this study felt that they were performing both their assigned tasks and their roles, as stated in Job Description Questionnaires I and II.

In findings for Hypothesis IV, the measured perceptions of adult basic education directors in 61 Michigan school districts did not differ significantly. This conclusion was drawn from data gathered from the 61 directors responding to the research questionnaire. The overall findings seemed to indicate that the role perceptions of adult basic education directors were similar; their jobs were perceived as being approximately the same regardless of the school district.

Additional conclusions regarding this research data were: (1) that race may not have been a factor in adult basic education directors' job satisfaction because school districts represented in this study were fairly well

integrated with respect to the racial make-up of their adult student populations; and (2) that no school district represented in this study was dominated by a minority race.

The fact that there were minimal differences between the ways in which adult basic education directors perceived their actual roles, could mean that these adult basic education directors either lacked initiative to do more than they were assigned, or because they had the authority to delegate certain work assignments. Another reason could be that many adult basic education directors were satisfied with their positions as adult basic education director.

The measured mean perceptions of adult basic education directors in the 61 school districts did not differ significantly. One main reason for this was that the 61 school districts had almost identical job descriptions for the adult basic education director position.

Recommendations for Further Research

The researcher's findings in this study suggested some implications for the role of the adult basic education director and indicated areas for further investigation:

- (1) study of the adult basic education director's job satisfaction, employing factor analysis.
Such a study may be able to determine which

of many job factors are the most important contributors to job satisfaction;

- (2) an in-depth case study of the adult basic education directors used in this study.
Through scheduled personal interviews it may be possible to determine significant factors that contributed to individual director's high or low scores on the Job Satisfaction Inventory Questionnaire;
- (3) investigation of which job factors are most important to adult basic education directors, such as private life, intrinsic factors of the job, or extrinsic factors;
- (4) study of the differences between male and female adult education directors, as they relate to Frederick Herzberg's motivator-hygiene theory.
- (5) examine the relationship of the adult basic education directors' dissatisfaction/satisfaction with program growth.
- (6) a comparison between Michigan K-12 administrators' level of job satisfaction and the level of job satisfaction of adult basic education directors in Michigan.

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APPENDIX A

Michigan State University
Graduate Research

Chris G. Davenport
1529 C Spartan Village
East Lansing, MI 48823

Dear

RE: Dissertation Research on the Perceived Roles and Job Satisfaction of Adult Basic Education Directors in Michigan school districts.

I am a doctoral candidate in Adult and Continuing Education conducting research regarding job satisfaction of Adult-Basic Education Directors in Michigan.

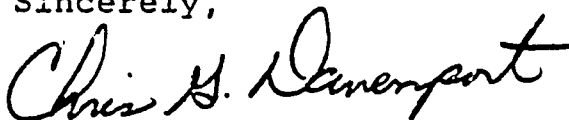
Very little research has been done on the perceived roles and job satisfaction of adult basic education directors. This is to request your participation in the study as a professional basic education director by completing the enclosed questionnaire.

Please fill out the questionnaire and return it to me as soon as possible. A stamped addressed envelope is included for your convenience. If you have questions, I can be reached at (517)355-2866.

I want to assure you that your name will not be identified in any way in the course of the study. Also, you will receive results of the study, if you wish.

I appreciate you taking the time to assist me in my research and I thank you in advance for your cooperation.

Sincerely,



Chris G. Davenport
Ph.D. candidate, College of Education
Department of Adult
and Continuing Education

Enclosures

Michigan State University Graduate Research

Chris G. Davenport
1529 C Spartan Village
East Lansing, MI 48823

Dear Adult Basic Education Director:

RE: Questionnaire for dissertation research on the Perceived
Roles and Job Satisfaction of Adult Basic Education
Directors in Michigan School Districts.

Two weeks ago you received a questionnaire regarding Job
Satisfaction of Adult Education Directors. If you
have not returned it yet would you please fill out the
questionnaire and return it to me as soon as possible.
Your participation in this research project is important.
I appreciate your taking the time to assist me in my
research and I thank you in advance for your cooperation.
If you have any questions, I can be reached at
(517)355-2866.

Sincerely,

Chris G. Davenport
Ph.D. candidate
College of Education
Department of Adult and
Continuing Education

APPENDIX B

A STUDY OF THE PERCEIVED ROLES
AND JOB SATISFACTION OF ADULT
BASIC EDUCATION DIRECTORS IN
MICHIGAN SCHOOL DISTRICTS

ADULT BASIC EDUCATION DIRECTOR'S
QUESTIONNAIRE

BIOGRAPHICAL DATA

1. Sex: Male _____ Female _____
2. Race: Black _____ Caucasian _____
American Indian _____ Puerto Rican _____
Oriental _____ Mexican American _____
Other _____
3. Educational academic major: _____

4. Educational level:
Bachelor's _____ Bachelor's + _____
Master's _____ Master's + _____
Other _____ Year in school _____
5. Number of years of teaching experience in Adult Basic Education: _____
6. Number of years of experience as an Adult Basic Education Director: _____
7. Number of years of educational administrative experience: _____
8. Number of adults by race attending Adult Basic Education programs in your school district:
Black _____ Caucasian _____
American Indian _____ Puerto Rican _____
Oriental _____ Mexican American _____
Other _____

JOB DESCRIPTION QUESTIONNAIRE I

This questionnaire is designed to describe what tasks you ACTUALLY DO in your role as director of adult basic education programs. Please indicate to what extent you have RESPONSIBILITY for the following tasks:

1. Coordinate the counseling of adult students.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

2. Assist in creation of leadership training for board members and advisory committees.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

3. Assume over-all responsibility for program planning.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

4. Supervise the curriculum development of the adult basic education program.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

5. Determine academic progress of adult students in the high school completion courses.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

6. Administer the enrollment process.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

7. Assign teachers.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

8. Assist in the in-service training of program staff.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

9. Oversee the selection and purchase of instructional materials.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

10. Prepare the operating budget.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

11. Implementing the operating budget.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

12. Supervise the marketing and publicizing the adult basic education program.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

13. Supervise daily office operations.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

14. Develop outreach programs with other community agencies.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

15. Perform overall program evaluation of the adult basic education program.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

16. Participate in workshops, conferences, or courses for professional improvement.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

17. Submit oral or written status reports to my supervisor on a regular basis.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

18. Participate in special assignments and projects as requested by the school district.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

19. Coordinate job placement and job referral.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

20. Oversee tasks designed to remove administrative problems within the adult basic education program.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

21. Perform other such duties and responsibilities as directed by the principal or superintendent.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

JOB DESCRIPTION QUESTIONNAIRE II

This questionnaire is designed to describe your
Perception Of What Your Job Responsibilities Should Be
 in your role as a director of adult basic education programs.

1. Coordinate the counseling of adult students.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

2. Assist in creation of leadership training for board members and advisory committees.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

3. Assume over-all responsibility for program planning.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

4. Supervise the curriculum development of the adult basic education program.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

5. Determine academic progress of adult students in the high school completion courses.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

6. Administer the enrollment process.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

7. Assign teachers.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

8. Assist in the in-service training of program staff.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

9. Oversee the selection and purchase of instructional materials.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

10. Prepare the operating budget.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

11. Implementing the operating budget.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

12. Supervise the marketing and publicizing the adult basic education program.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

13. Supervise daily office operations.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

14. Develop outreach programs with other community agencies.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

15. Perform overall program evaluation of the adult basic education program.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

16. Participate in workshops, conferences, or courses for professional improvement.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

17. Submit oral or written status reports to my supervisor on a regular basis.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

18. Participate in special assignments and projects as requested by the school district.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

19. Coordinate job placement and job referral.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

20. Oversee tasks designed to remove administrative problems within the adult basic education program.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

21. Perform other such duties and responsibilities as directed by the principal or superintendent.

1	2	3	4
Primary	Some	Little	No
Responsibility	Responsibility	Responsibility	Responsibility

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These consist of pages:

83-85 Job Satisfaction Inventory of the

Minnesota Satisfaction Questionnaire.

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